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Montana Journal
Association for Health, Physical Education, Recreation and Dance
Fall 1990

Jump Rope for Heart

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Fall 1990

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MAHPERD
Fall 1990
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Viewpoints expressed in this publication are those of the authors and do not necessarily reflect official policy of the Association.

Permission to reprint material from the MAHPERD Journal may be granted by contacting the editor.

MAHPERD Business

JUMP ROPE FOR HEART

Many new and exciting things have happened this year with Jump Rope For Heart. First of all, on behalf of the Montana Heart Association and myself, *Thank You and Congratulations* to all coordinators and volunteers who helped to make this a record breaking year! As you may already know our estimated gross income is $230,000 with 6 All City and 88 School Site events taking place. There were approximately 6,465 students jumping rope for Heart this year! We are anticipating another record breaking year. Our goal is to increase the number of events this year by 58. If you have never done an event, now is the time! Contact the Heart office or myself.

This summer we finalized the plans for TEAM MONTANA, Big Sky Skippers. TEAM MONTANA is made up of elite jumpers from jump rope demonstration teams already performing in the state. Criteria standards, programs and coaches were established. Coaches are Tom Lee, John Taylor, Bill Spitzer, and Burly Smith. TEAM MONTANA's first performance will be at the MAHPERD Convention October 19 at Camp on the Boulders. We will also be putting on a jump rope skill workshop. This will include skills, how to do a Jump Rope for Heart event, and how to start a jump rope demonstration team. TEAM MONTANA will travel to Spokane, Washington in March to perform at the Northwest District Convention. TEAM MONTANA is available to perform at your school also. If you are interested, let me know so I can get you on the schedule.

In July seven people from Montana attended the National Jump Rope Convention in Nashville. In attendance were Joel Meier, AAHPERD Past President, Jeri Domme, Bill Spitzer, John Taylor, Tony Fairbanks, Executive Director of Montana Affiliate of the American Heart Association, Jim Rosteck, Field Representative for MHA and myself. This was a very exciting, informative and educational convention.

Pamela Honnold
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1989-90
JUMP ROPE FOR HEART AWARDS AND GROSS INCOME
94 EVENTS

SCHOOL/ALL-CITY	GROSS INCOME
Irving Elementary - Bozeman	2,992.77
Hawthorne Elementary - Bozeman	1,884.73
Whittier Elementary - Bozeman	2,555.29
Monforton Elementary - Bozeman	1,667.35
Paradise Elementary	100.10
Emerson Elementary - Bozeman	3,635.80
Toston Elementary	169.65
Yellowstone Elementary (Park)	1,579.77
Longfellow Elementary - Bozeman	2,691.34
Utterback Middle - Conrad	1,360.34
Helena Senior	2,720.61
Wolf Creek Elementary	355.00
Ronan Elementary	890.55
St. Regis Elementary	1,244.44
Colstrip AC	1,253.25
Vida Elementary	372.40
Saco Elementary	441.25
Joliet Elementary	1,308.08
Geraldine Elementary/Junior/Senior	1,691.06
3 Lakes Christ Elementary/Junior - Troy	1,072.00
Whitier/Hillcrest Elementary - Butte	4,719.36
Lady of Lourdes Elementary/Junior - Great Falls	1,260.15
Radley Elementary - East Helena	6,848.50
Brorson Elementary - Sidney	463.40
Emerson/Greeley Elementary - Butte	1,729.48
St. Mary's Elementary/Junior - Malta	886.50
Deer Creek Elementary - Glendive	526.90
Helena Middle	9,226.16
Fallon Elementary	423.09
Four Georgians Elementary - Helena	11,811.50
Willson Middle - Bozeman	5,576.63
Lincoln-McKinley Elementary - Havre	1,422.95
Sunnyside Elementary - Havre	3,733.15
Kessler Elementary - Helena	2,307.60
Reedpoint Elementary/Junior	1,713.93

SCHOOL/ALL-CITY	GROSS INCOME
Turner Elementary	943.27
Central Elementary - Sidney	2,787.59
Westside Elementary - Sidney	2,867.55
West/Kennedy Elementary - Butte	3,949.52
Ashland Elementary	1,818.89
Dwyer/Lincoln - Anaconda	913.00
Devlin Elementary - Havre	2,599.65
Northern Mt. College - Havre	57.00
M. Leary/Longfellow Elementary - Butte	2,393.94
Irle/Southside Elementary - Glasgow	4,325.16
Lincoln Elementary - Glendive	2,032.05
Twin Bridges Elementary	2,072.34
Will James Junior - Billings	1,632.80
Vina Chattin Elementary - Browning	1,088.14
Belfry Elementary/Junior	502.65
Peerless Elementary/Junior/Senior	2,831.45
Eastgate Elementary - East Helena	2,334.11
Highland Park Elementary - Havre	868.10
Knees Elementary - Brady	580.20
Terry Elementary/Junior	1,998.00
Frenchtown Elementary	990.96
Washington Elementary - Glendive	976.60
Hawthorne Elementary - Helena	5,338.74
Clyde Park Elementary	60.10
C.R. Anderson Junior- Helena	1,419.40
Jefferson Elementary - Glendive	4,998.10
Nashua Junior/Senior	1,511.15
Lolo Elementary	2,866.58
Winans Elementary - Livingston	4,484.46
Red Lodge Elementary/Junior	2,979.63
Clancy Elementary	6,023.87
Washington Elementary - Livingston	2,031.20
Eastside Elementary - Livingston	3,102.20
Northside Elementary - Wolf Point	3,262.42
Ulm Elementary/Junior	609.40
Opheim Elementary	705.70
Hellgate Elementary - Missoula	8,351.64
Melrose Elementary/Junior	443.39
Columbia Falls Elementary	1,569.36
Divide Elementary	469.55
Browning Middle	721.20

SCHOOL/ALL-CITY	GROSS INCOME
Washington Junior - Glendive	81.60
Wilsall Elementary/Junior	672.03
Billings AC	8,500.00
Missoula AC	16,772.30
Great Falls AC	10,471.01
Miles City AC	5,600.00
Hardin Intermediate	737.75
St. Ignatius Elementary/Junior	784.02
Stevensville Elementary	2,575.50
Douglas Gold Elementary - Browning	2,840.00
Canyon Elementary - Hungry Horse	1,060.18
Ekalaka Elementary	826.00
Cottonwood Elementary - Bozeman	250.00
Custer Elementary	372.51
Browning Senior	426.80
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Montana City Elementary	120.00

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Working Toward Excellence: A Continuous Process

MAHPERD Articles

THE PACKAGING OF THE TEACHER AS COMMUNICATOR: IMAGE, IMPACT AND APPEAL

Dr. Scott A.G.M. Crawford
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Eastern Illinois University
Charleston

Introduction

At George Mason University, Fairfax, Virginia, a significant number of Health Sport and Leisure Studies students major in physical education and follow what we call Option II (Physical Education - Teacher Certification, I-12) or Option III (Teacher Certification in Physical Education with Endorsement in Health Education).

To prepare our students as physical education teachers there are GMU core requirements as well as a professional sequence in required physical education courses. In the student's penultimate semester, for example, there are two physical education courses (PHED 371, "Curricular Experiences in Secondary School Physical Education"; PHED 403, "Curricular Experiences in Elementary School Physical Education") where a major goal is to prepare/program/initiate, call it what you will, the student into the realities of the actual teaching practice situation which, divided equally between elementary and secondary schools, makes up the culminating activity in the student's concluding semester.

As supervising faculty we use a series of descriptive, informational evaluation sheets. One document has five sections headed, Preparation, Methodology/Instruction, Communication, Personal/Professional, and Recommendations. Another teacher rating form can be scored 1 to 10 on each item and under the heading of Delivery are subsections, Appearance, Presence/poise, Voice, Diction, Speed, Eye Contact, Mannerisms, Visual Aids and Students' Names. A final evaluation form has four major areas labeled Academic Preparation, Instruction, Discipline, and Personal. The Personal area asks for responses (unsatisfactory, limited success, average, very good, and excellent) to the following:

- general appearance
- poise and emotional stability
- initiative and resourcefulness
- enthusiasm
- reliability and promptness
- attitude toward work
- response to suggestions

It is this Personal dimension in the preparation of physical education trainee teachers that this paper addresses.

Some 1988 Events

As the year 1988 came to a conclusion it became more apparent that new learning strategies must be devised for students at GMU. Physical educators in the 1990s will need to "package" themselves in order to develop the impact, image and appeal to establish genuine dialogue with a youth culture titillated by heavy metal music, the magic of Nintendo, the blitzkrieg of cable television, the "unreality" of elite excellence

in professional sport, and a barrage of sexual explicitness. Are we as university teachers doing enough in terms of analyzing what makes efficient and effective communication?

As President Reagan left office he may well be best remembered as a "master communicator" who used tried and tested skills as a radio announcer and then a screen actor to captivate and entertain a far from homogeneous American population, even at the height of the Iran Contra controversy.

In late 1988 George Bush defeated Michael Dukakis handsomely for the presidency in a campaign that seemed to play down important issues — the enormous national debt, the breakdown of the inner city, the homeless, the AIDS epidemic — and was won on the basis of imagery and who had the best one-liners. "Read my lips" became part of presidential folklore! The two televised Bush/Dukakis debates were consciously planned by strategists and party advisers as a battle over images, physical presence, and good old-fashioned personality. Bush seemed loose, Dukakis serious, unemotional and long-winded. At the beginning of 1988 George Bush was described by many media sources as a "wimp" and seemed overwhelmed by the stature and mana of President Reagan. The "packaging" of Bush during 1988 saw the same man *perceived* differently, easily becoming the new incumbent in the White House for 1989. The point here is not value judgements on the nature of the presidential campaign, the crux of the matter is that "image" dominated the campaign.

Turn now from image to impact, and the death in 1988 of the actor John Houseman, who achieved international fame as the curmudgeon, patrician Professor Kingsfield in the movie, "The Paper Chase." In this film Houseman played to perfection the role of the cerebral Harvard professor whose arrogant demeanor, biting sarcasm and Oxbridge accent terrified students and transformed the lecture hall into an intellectual jousting tournament where "not knowing" meant ignominy. Professor Kingsfield was not likeable, his actions were frequently those of a bully, and he psychologically strutted the stage as an arcane tyrant. Nevetheless, his impact on this students was monumentally enduring. Are our physical education students making an impact on today's young generation?

A last happening in 1988 was the renaissance of basketball coach Lefty Driesell at James Madison University, Virginia. Could Driesell recapture the "appeal" that made him at the University of Maryland one of America's most charismatic and successful coaches? Three quotes from a *Washington Post* profile:

> I tried being calm one year. It didn't work. — Lefty Driesell

> He really does stomp. He must feel the vibration all the way up his leg. — Player Anthony Cooley

> Driesell's beginning...has been an easy confluence of needs and wants. He lends the Dukes stature and they provide him a forum to win. They have found him to be a slightly off-balance combination of temperamental and comical. — Jenkins, 1988:DS

In essence then are we providing either in our physical education courses or in general university core requirements (GMU physical education majors must take Communication 100 or 120) a vital learning environment so that our student appreciate the theoretical foundations of communication theory and assimilate techniques to maximize their individual image, impact and appeal?

Teaching Research

What does current research say about this aspect of physical education teaching? A review of ten issues of the *Journal of Teaching in Physical Education* (October 1984 - October 1987) was carried out. While the specific topic under discussion was not directly addressed there were attendant issues that came under scrutiny. For example, one study reported, "Three teachers altered their teaching based upon their own mood or feeling" (Placek, 1984). In other words, teacher "personality" is a factor for consideration.

What of the concept of "enthusiasm?" Attempts to measure objectively and relate enthusiasm to other important teacher and student behaviors is in its research infancy. Evidence of the importance of teacher enthusiasm in student learning is somewhat inconclusive as is its relationship to other observable behavior found in the classroom. Much additional work needs to be done in the verification of teacher enthusiasm as a significant contributor or behavior in teaching effectiveness (Carlisle and Phillips, 1984).

In terms of trying to identify the characteristics that make up an effective physical education teacher a survey by Arrighi and Young (1987) indicated the following were essential.

1. Development of a broad based background of movement skill knowledge
2. Appropriate planning for maximum learning time
3. Appropriate management techniques

Nevertheless, these authors do point out that objective measures do not make up the total picture of teacher effectiveness. "Teaching is more than a set of quantifiable behaviors and practices...motivation, involvement, responsiveness and attitude change are viewed as important for academic achievement" (Arrighi and Young, 1987). The problem then is how to begin to identify what are the psychological and socio-cultural components of image, impact and appeal, and then attempt to develop a theoretical model to quantify and measure what are vague semantic constructs in the physical education teaching process.

Another avenue of exploration must be to re-assess the type of courses that are felt to be essential for tertiary training as a physical educator. Ottawa University's Saul Ross for example states that "A course entitled 'Theory of Persons' is one that every undergraduate student in every professional preparation program should be required to take" (1987).

It is argued here that future studies in teacher effectiveness must draw on the knowledge base in other disciplines to establish procedures for analyzing the nature of the teacher-student relationship. Surely communications, advertising and marking, and drama should be tapped for insights on image, impact and appeal. The worlds of the media, politics, and business recognize the importance of these concepts. In physical education, especially at a time when "values in education" is being promoted as a priority issue, every effort should be made to train teachers to become able and artful communicators.

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ACTIVITY MODIFICATIONS FOR MAINSTREAMED PHYSICAL EDUCATION STUDENTS

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The Setting

A gymnasium with thirty junior high students participating in activity. Bobby, one of the smaller students, appears to be a mere bystander as activity moves on around him. It is readily apparent that something is wrong with Bobby. He has difficulty running, seems to lack coordination, fumbles the ball when it is thrown to him, and is regularly chastised by the other students; even the teacher seems to neglect him. After the class period is completed, conversation with the teacher reveals that Bobby is a child with a disability who has recently been placed in the regular physical education class. Upon inquiry, the teacher, who is a ten-year veteran, admits that he is failing in his role as an adapted physical education teacher. He explains that his last college course was eleven years ago and he doesn't have any idea how to adapt his classes for the one student with a disability.

Unfortunately, this is an all too common scenario because many schools districts can't afford to hire a specialist in adapted physical education and many regular physical education teachers do not have adequate training in adapted physical education. However, inadequate training is no excuse for a professional educator to neglect his or her professional responsibilities. If teachers with students with disabilities will take the time to learn how to adapt activities, the triad of teacher, student with disability, and regular students will have a more positive experience.

Following are generic modifications for activity, specific activity modifications, and recent reference materials which include activities for adapted physical education.

Generic Modifications for Physical Activity

1) Make frequent substitutions.
2) Use smaller or larger balls.
3) Reduce the size of the playing area.
4) Use brightly colored balls.
5) Use softer balls.
6) Adjust the height, distance or size of goals.
7) Provide adequate lighting.
8) Have visible boundaries that can be seen by all students.

Specific Physical Activity Modifications

The following are adapted modifications that can be added to various activities in order to help facilitate the involvement of all participants, disabled or not.

Archery:
1. Shorten the distance to the target.
2. Modify the weight of the bow.

3. Pegs on the ground to guide feet into positions.
4. Crossbow for students with hand impairments.

Basketball
1. Allow more than two steps to stop.
2. Two-handed dribble.
3. All players must be involved in order to validate score.
4. Provide for uncontested shots.

Football
1. Allow more downs to obtain a first down.
2. Rotate positions so that every student gets an opportunity to play a fun or desired position.
3. Pass football only, so that those who can't run well can play on a more equal basis.
4. Student referees for involvement and sport knowledge.

Golf
1. Longer handles on clubs for wheelchair-bound students.
2. Markers on the ground to help familiarize each participant with the proper stance.
3. Miniature course.
4. Use larger golf balls.

Racquet Sports
1. No drop shots are allowed.
2. Restrict players to a specific area.
3. Allow more than one bounce.
4. Longer handles on racquets.

Soccer
1. Establish a certain number of passes before validating a goal.
2. Allow the use of hands to touch the ball without penalty.
3. Adjust goal size.
4. Limited playing area per person.

Softball
1. Use a lighter bat or use a wiffleball.
2. Modify playing area by using only home plate and first base.
3. Allow more than three strikes.
4. Use a tee for batting.

Volleyball
1. Make the serving distance closer to the net.
2. Eliminate hitting penalties, i.e., double hits, carries, throws
3. Allow more hits per side to get the ball over the net.
4. Allow more than one service to get the ball over the net.

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The Resource

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NEWS/DATE/ANNOUNCEMENTS

NEWS RELEASE

FRED SELECTED REGIONAL SECONDARY SCHOOL ATHLETIC DIRECTOR OF YEAR

Lander J. Fred, Executive Director of Secondary Education/Activities, Billings Public Schools, Billings, Montana was selected as one of five Regional Secondary School Athletic Directors of the Year by the National Association for Sport and Physical Education (NASPE).

In its eighteenth year, the three-part program, sponsored by the National Council of Secondary School Athletic Directors and Herff Jones, involves state winners, regional winners, and a national winner.

The criteria for the award include:

1. Recognition in the community as an educated leader who maintains athletics as an integral part of the total educational program.
2. Administration of an exemplary athletic program, making full use of school and community resources and involving as many students as possible.
3. Making a significant impact on the lives of students.
4. Using athletics as a catalyst to achieve some demonstrable program in the social and cultural environment of the school and community.

Fred has been the president of the Montana Athletic Directors, chairman of the Montana High School Association Athletic Committee, member of the National Association for Secondary School Principals, and President of the MASA.

Among his honors and awards, Fred was named Montana Association Athletic Director of the Year (1979-1980). He is a member of the church council in his community, a member of the Sport Committee, the Chamber of Commerce, and the Optimist Club, and he sits on the board of directors for the boys' and girls' clubs.

A colleague has this to say about Fred's nomination:

> Lander has positively influenced the lives of thousands of students, directly or indirectly, in his various teaching and administrative experiences. He has utilized his interest in athletics by bringing about a better educational, social, and cultural environment in this community. He believes that a good athletic program contributes in many ways to a strong school academic program, thereby improving all instructional and personal standards in a school system.

NASPE is one of six national associations that make up the American Alliance for Health, Physical Education, Recreation and Dance. It is the only national association devoted exclusively to improving the total sport and physical education experience for all Americans.

OUTSTANDING MAJOR OF THE YEAR NOMINATIONS

Colleges and universities offering majors in physical education/sport-related disciplines are invited to select a major student to be recognized at the national convention each year. Students so recognized receive a certificate awarded at a special function during the convention and recognition in NASPE News, and a membership in NASPE's Elite Corps for three years. Special Elite Corps sessions are held at the convention which provide opportunities for Elite Corp members to meet with national leaders to discuss current issues in the profession. All institutions offering a physical education/sport major should plan now to select an outstanding major and encourage and support this student's attendance at the San Francisco Convention.

Application/nomination forms for 1991 Outstanding Major Recognition may be obtained from NASPE, 1900 Association Drive, Reston VA 22091.

PROJECT INSPIRATION

Don't let that special person go unrecognized!

Members of the profession have found Project Inspiration to be one of the most meaningful ways of expressing a level of appreciation for people with whom we have had a special relationship.

Initiated by the **National Association for Sport and Physical Education**, this award program gives teachers, students and others, the opportunity to recognize those who have had a positive impact on their personal or professional lives. The special certificate that the honoree receives will always serve as a reminder that your life was positively influenced. Both the name of the nominator and that of the honoree are recorded in a permanent register on display in the NASPE office at the National AAHPERD Headquarters. In addition, the register is displayed at the Alliance Center at the national convention each year.

How to Nominate

Complete and mail the form below, enclosing $10.00 for each person nominated (you may nominate more than one person on this form) to Project Inspiration, NASPE, 1900 Association Drive, Reston VA 22091. Checks should be made payable to Project Inspiration, NASPE.

Project Inspiration
Award Application
(Please Print Clearly)

PERSON TO BE HONORED:

Name _____
Address _____
City/State/ Zip _____

Your Name _____
Address _____
City/State/ Zip _____
Phone Number _____

JUMP ROPE FOR HEART

DeKam Recognized in New Orleans

Emilee DeKam

Emilee DeKam received the Jump Rope for Heart (JRFH) Recognition Award at the AAHPERD Convention in New Orleans for her dedication and commitment to the JRFH program.

DeKam's commitment to JRFH evolves from the roots of the program 10 years ago. Since then she has served as Montana's Jump Rope for Heart State Coordinator and, along with a handful of other coordinators, has run an event each year. Recently she completed her eleventh JRFH event.

DeKam originated and organized the 1987 Rocky Mountain Rendezvous and the 1989 Montana Centennial Rendezvous. These two JRFH Demonstration Team workshops, which featured teams from eight states and Canada, have been recognized as models by other states and districts.

Understanding that JFRH is most successful when a strong partnership between AAHPERD and the American Heart Association (AHA) is established, DeKam has also served the AHA in several capacities. She is a Past Chairman of the Board of the Montana Affiliate and was recognized as the 1986 Volunteer of the Year.

DeKam's dedication to her profession, her students, and Jump Rope for Heart can best be summed up in her own words, "From the perspective of being a health teacher, coordinating Jump Rope for Heart has been a great experience. It gives the students the opportunity to become involved and excited about their own health while doing something which benefits so many."

JUMP ROPE FOR HEART

. . . if not, now is an excellent time to do so.

Eighth International Symposium on Adapted Physical Activity

Miami, Florida
November 17-21, 1991

Call For Papers

Persons from the many different fields that provide programs and services in physical activity for those with special needs are invited to attend and present. The symposium will provide a balance between current international research and practical applications of model programs. Presentations will be grouped under the following eight strands:

Recreation/Environmental Education
Medical Aspects/ Sports Medicine
Wellness/Individual Fitness
Physical Education/Activities
Remediation/Therapy
Competitive Sports
Creative Arts
Aquatics

To obtain more information and guidelines for papers, individuals interested in presenting in one of the eight areas listed above should contact:

Dr. David N. Reams
S.B.A.B. Room 930
1450 N.E. 2nd Ave.
Miami, FL 33132
(305) 376-1967

Facts to help promote local programs

WHY CHILDREN NEED PHYSICAL EDUCATION

OVERALL HEALTH BENEFITS

Physical Education provides a number of important benefits that improve children's overall physical and mental health.

PHYSICAL BENEFITS

A daily physical education program helps children physically. Here are some of the things a quality program does for them.

• *Reduces the risk of heart disease.* Physical education can counteract the four major risk factors of coronary heart disease: obesity, inactivity, high blood pressure, and high cholesterol levels.

• *Improves physical fitness.* A good program improves children's muscular strength, flexibility, muscular endurance, body composition (fat-to-muscle ratio) and cardiovascular endurance.

• *Makes bones stronger.* Regular physical activity improves posture and increases bone density to create stronger bones and may help reduce the risk of osteoporosis.

• *Aids in weight regulation.* A good program can help children regulate their weight by burning calories, toning their bodies, and improving their overall body composition.

• *Promotes healthy, active lifestyles.* Physical education develops motor skills and sports skills to promote health and fitness throughout life.

MENTAL BENEFITS

A daily physical education program helps children mentally. Here are some of the things a quality program does for them.

• *Improves academic performance.* Studies have shown that when IQs are the same, children who have daily physical education classes tend to get higher grades than children who don't.

• *Increases interest in learning.* Regular physical activity makes children more alert and more receptive to learning new things.

• *Improves judgement.* Physical education gives children practice in moral reasoning and problem solving. They learn to accept responsibility for their classmates' safety, assume leadership in team decisions, accept moral responsibility for actions towards their teammates, and develop a sense of fair play.

• *Promotes self discipline.* A good program teaches children they are responsible for their own health and fitness. They learn to take control of their lives.

• *Encourages goal setting.* Physical education gives children the time and encouragement they need to set and strive for personal, achievable goals.

PSYCHOLOGICAL AND SOCIAL BENEFITS

A daily physical education program helps children psychologically and socially. Here are some of the things a quality program does for them.

• *Improves self-confidence and self-esteem.* Physical education instills a stronger sense of self-worth in children. They become more confident, assertive, emotionally stable, independent, and self-controlled.

• *Provides an outlet for stress.* Physical activity becomes an outlet for releasing tension and anxiety, instead of acting out delinquent behavior.

• *Strengthens their peer relationships.* Physical education can be a major force in helping children socialize with others more successfully. Especially during late childhood and adolescence, being able to participate in dances, games, and sports is an important part of fitting in. Children learn the basic skills they'll need in physical education which makes new skills easier to learn.

• *Reduces the risk of depression.* A good program makes children less prone to depression and generally more optimistic about their lives.

• *Promotes healthier lifestyles.* Physical education helps children make a habit of an active lifestyle. They learn lifelong concern for their personal health which makes them more productive adults.

Taken from the Fit to Achieve packet. Contact your state PEPI Coordinator for more information on this and other materials that are available. Reprinted from NASPE's PEPI-gram.

Shape the Future!

Mark your calendar for the
MAHPERD Annual Convention
"Supporting Each Other"

October 18 to 20, 1990
at
Camp on the Boulder, Big Timber, MT

Watch for the convention information and program brochure to be mailed prior to the convention.

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